

# Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

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## Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Evangel University						
<b>Institution Code</b>	6198						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	99						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	99						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							

ELEM ED CURR INSTRU ASSESSMENT	011	35	34	97%	1614	1547	96%
EARLY CHILDHOOD EDUCATION	020	15	15	100%	256	256	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	4			172	168	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	5			126	123	98%
SOCIAL STUDIES	080	1			9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	10	10	100%	276	269	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091	4			166	144	87%
BUSINESS EDUCATION	100	2			77	77	100%
MUSIC CONTENT KNOWLEDGE	113	13			129	122	95%
SPANISH CONTENT KNOWLEDGE	191	4			52	45	87%
BIOLOGY CONTENT KNOWLEDGE PART 1	231	1			92	90	98%
<b>Other Content Areas</b>							
SPEECH COMMUNICATION	220	1			35	35	100%
<b>Teaching Special Populations</b>							
SPECIAL EDUCATION	350	8			207	207	100%

**Table C2:** Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Evangel University					
<b>Institution Code</b>	6198					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	99					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	99					
				<b>Statewide</b>		
<b>Type of Assessment<sup>2</sup></b>	<b>Number Taking Assessment<sup>3</sup></b>	<b>Number Passing Assessment<sup>4</sup></b>	<b>Institutional Pass Rate</b>	<b>Number Taking Assessment<sup>3</sup></b>	<b>Number Passing Assessment<sup>4</sup></b>	<b>Statewide Pass Rate</b>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	90	89	99%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	8			319	318	100%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	99	989	99%	3678	3553	97%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

### A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 379

### B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 110

3. Please provide the numbers of supervising faculty who were:

8 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

10 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

4 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 22

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 5
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 12. The total number of hours required is 480 hours.

### C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
X Yes \_\_\_\_\_ No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? \_\_\_\_\_ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

## Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

### 1. Institution Mission

## Mission Statement

The mission of Evangel University is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program: and to inspire these individuals in a Pentecostal environment to develop spiritually, emotionally, and culturally in order to serve God and their fellow man in their chosen careers.

The following assumptions are basic to the entire University program:

1. The pursuit of truth, regardless of where it is found, is a basic commitment of the University. As a community of scholars and students, the University seeks to discover, apply, and communicate that truth.
2. The entire personality grows and develops through commitment to Christ and the search for truth.
3. Biblical truth should be at the center and integrated into all the curricular, co-curricular, extracurricular, and living experiences of the student.
4. Faith and reason are viewed as complementary, and both are necessary in the search for truth. Thus, there can be integration of biblical Christianity with humanities, arts sciences, behavioral sciences, social sciences, and specialized subjects.

Quality in teaching, learning, and serving is fundamental to all aspects of the University. The entire university community has ownership in the processes of developing the academic, spiritual, and social life of the Evangel student.

## 2. Educational Philosophy

The Education Department, in cooperation with the other University departments and through its own curriculum development, implements professional career preparation programs in teaching including Early Childhood, Elementary, Middle School, Secondary, and Special Education. Through these programs Evangel provides for the spiritual, intellectual, cultural, physical, and emotional development of the Christian teacher-one who is dedicated to improvement of and service to the student and local and world communities.

The teacher education program at Evangel University is designed to reach these goals:

1. Adequately prepare Christian teachers (for private or public schools) dedicated to the following:
  - a. Christ as Lord in a personal spiritual experience.
  - b. Continuously seeking improvement in thinking and acting creatively.
  - c. Service to each individual child and to the community.
2. Guide the student in the development of his whole personality to its greatest potential.
3. Recommend for certification candidates in all levels of education who have demonstrated these traits:
  - a. The ability to teach.
  - b. A genuine love of children.
  - c. Adequate scholarship in their fields of study.

## 3. Conceptual Frameworks

### Department Theme: "Caring, Committed, Competent Teachers Shape the Future"

#### Knowledge Base of the Evangel University Teacher Education Program: \*\*

1. **Academic Preparation:** A teacher must be academically prepared in the following areas:
  - a. **General Education:** The prospective teacher will explore new areas of interest, broaden his/her intellectual background, and integrate areas of knowledge through the understanding of similarities and differences in various fields of study.
  - b. **Pedagogy:** An effective teacher must demonstrate appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.
  - c. **Content Area:** An effective teacher will be one who has expertise in a specific content area.
2. **Human Relations:** A teacher must be able to communicate with others effectively, understand and appreciate the differences of others, and develop a social awareness and compassion for human need.
3. **Value System:** A teacher will be a positive role model, will act in ways that respect the values of the subject matter and students he/she teaches, and will demonstrate high ethical standards as a professional.
4. **Wellness:** A teacher will demonstrate a lifestyle that evidences physical, emotional, intellectual and spiritual wellness.

5. **Personality:** A teacher must be able to convey an enthusiasm for the subject content and learning in a warm, caring, and understanding manner.
6. **Multicultural Awareness:** A teacher will exhibit an appreciation and tolerance for cultural diversity, and possess a social awareness and compassion for human need.

\*\* The preceding is an overview of the actual knowledge base document. The complete research base and document is available upon request.

4. **Program completers who teach in the private schools and out of state**

**Evangel Graduates**

Every effort has been made to verify the whereabouts of all completers. In spite of that effort, this is not a complete list of those teaching in private schools or out of state. Evangel University enrolls students from all fifty states and many countries. When they graduate, a great number return home to teach. There are 34 from this completers group that are not accounted for.

**Private Schools: 20**

**Out-of-State Schools: 11**